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ABSTRACT

Volume 2 of this report is supplementary and contains three bibliographies: (1) Annotated Bibliography on Minority Entrepreneurship in Agriculture; (2) Annotated Bibliography on Entrepreneurship Education in Agriculture; (3) Bibliography on Entrepreneurship. The next section presents three storyboard scripts for instructional videotapes on entrepreneurship in agriculture: (1) Agriculture; (2) Horticulture; and (3) Aquaculture. (CELCEE, an Adjunct ERIC Clearinghouse on Entrepreneurship Education) (HAA)

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VOLUME II
PHASE '0' PLANNING
PROJECT REPORT

ENTREPRENEURSHIP EDUCATION FOR AGRICULTURE

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Performance Report

VOLUME II
Bibliography and Storyboard Scripts

PHASE "O" PLANNING PROJECT REPORT

ENTREPRENEURSHIP EDUCATION FOR AGRICULTURE

Submitted to

THE NATIONAL COUNCIL FOR AGRICULTURAL EDUCATION
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(VOLUME I contains the findings and supportive information)

August 31, 1994

Volume II

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INTRODUCTION TO BIBLIOGRAPHIES

The procedures to identify information on entrepreneurship in agriculture included contacts with individuals, bibliographic searches, and other means. Copies of many materials were obtained and reviewed.

Several bibliographic searches, including ERIC, AGRICOLA, NTIS, and others, were used to compile information on books, curriculum guides, research reports, demonstration projects, instructional materials, and other materials. Three separate bibliographic reports are included: Annotated Bibliography on Minority Entrepreneurship in Agriculture, Annotated Bibliography on Entrepreneurship Education in Agriculture, and Bibliography on Entrepreneurship Education in Agriculture.

Few materials exist that address entrepreneurship in agriculture. The quantity of materials on minority entrepreneurship is small. Many of the available materials deal with management activities rather than entrepreneurship. The findings of the investigations show that materials are needed on agriculture entrepreneurship.

Bibliographies

Contents:

Annotated Bibliography on Minority Entrepreneurship in Agriculture

Annotated Bibliography on Entrepreneurship Education in Agriculture

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Annotated Bibliography
on

MINORITY ENTREPRENEURSHIP IN AGRICULTURE

Aldrich, H. E. (1990). Ethnicity and Entrepreneurship. Annual Review of Sociology. 16, pp. 111-135.

This paper examined various approaches to explaining ethnic enterprise, using a framework based on three dimensions: an ethnic group's access to opportunities, the characteristics of a group, and emergent strategies. A common theme pervades research on ethnic business: Ethnic groups adapt to the resources made available to their environments, which vary substantially across societies and over time. Four issues emerge as requiring greater attention: the reciprocal relation between ethnicity and entrepreneurship, more careful use of ethnic labels and categories in research, a need for more multigroup, comparative research, and more process-oriented research designs.

Bates, T. (1989). The Changing Nature of Minority Business: A Comparative Analysis of Asian, Nonminority, and Black-owned Businesses. The Review of Black Political Economy. 18 (2), pp. 25-42.

This study compares the performance of small businesses formed between 1976 and 1982 by three groups: 1) Asian males, 2) black males, and 3) nonminority males. Self-employed Asians are outperforming nonminorities and blacks. A subset of black-owned firms--small scale ghetto-oriented operations--is shown to be laggard. Weak internal markets, commercial bank redlining, and loss of entrepreneurial talent are factors in undermining the inner city black business community. Successful black-owned firms are increasingly removed from the ghetto and from serving a minority clientele.

Butler, J. S. (1991). Entrepreneurship and Self-Help Among Black Americans: A Reconsideration of Race and Economics. Albany, NY: State University of New York.

Four areas of investigation include (1) the sociohistorical analysis on the sociology of entrepreneurship; (2) the insight on contextual conditions that

have influenced entrepreneurship in the Black community; (3) the theoretical discussions integrated throughout the text; and (4) extensive documentation of the findings. Case studies are presented from Durham, NC and Tulsa, OK. Policy implications are provided in addition to the reconstruction toward a theory of the Afro-American middleman.

Case, J. (1992). From the Ground Up: The Resurgence of American Entrepreneurship. New York: Simon & Schuster.

Sometimes we don't recognize what has happened until we look back on it. So it is with the changes that shook American business in the decade of the 1980's. The period experienced a decline in older industries, an inability to compete with Asia and the Pacific Rim, and the acquisition and divestiture of old companies such as B.F. Goodrich and Singer. These are symptoms of a twenty-year change in the American business landscape -- a change with dramatic implications for the 1990's and beyond. The changes signaled the end of the corporate era and the new business structure that couples the suppliers, innovators, and the entrepreneurial marketplace. The author argues that when the structure of the economy changes, we all have to get used to new ways of working and doing business.

Committee On Government Operations, House of Representatives. (1990). Hearing on the Decline of Minority Farming in the United States. (Serial No. 41-645). Washington, DC: U. S. Government Printing Office.

Hearing concluded that the State failed to effectively monitor civil rights compliance, that blacks and women were underrepresented on county committees, that the State is in general noncompliance with OEO requirements, that blacks and women are severely underrepresented in all jobs, at all grade levels, and Farmers Home in pursuant to this hearing, developed a correctional action plan to address the findings.

Committee On Government Operations, Committee of the Whole. (1990). Hearing on the Minority Farmer: A Disappearing American Resource; Has the Farmers Home Administration Been the Primary Catalyst? (Serial No. 34-991). Washington, DC: U. S. Government Printing Office.

Hearing presented evidence of the rapid decline of minority operated farms. It has taken 67 years for the number of minority operated farms to decrease 94 percent. The recent 5-year census demonstrated a decline to 11.9 percent. One half of all minority farms are no larger than 49 acres or less in size. Sixty-eight percent of all minority farms have agricultural sales of less than $10,000. The Delta Commission reported that "because the issue of race relations is a national and international issue of fundamental significance to

economic development, race relations strategy must be an integral aspect of the region's ten-year plan." The hearing identified where minority operated farms are located. The report also described the role of the Farmers Home Administration and its history of financial and technical assistance.

Cunningham, J. B. and Lischeran, J. (1991). Defining Entrepreneurship. Journal of Small Business Management. V. 29, N. 1. pp. 45-59.

Six different schools of thought are presented in describing entrepreneurial activity. The judgment of each model's appropriateness depends upon the assessment of its facility for explaining and improving aspects of the process. The process emphasizes personal evaluating, planning, acting, and reassessing. It assumes individual responsibility for the venture, assumption of risks and rewards.

Enz, A. E., Dollinger, M. J., and Daily, C. M. (1990). The Value Orientations of Minority and Non-Minority Small Business Owners. Entrepreneurship and Practice. 15 (1) pp. 23-35.

This study examines value orientations of minority and non-minority small business owners and contrasts their perceived similarity with corporate customers. Six categories of organizational values, including the values of collectivism, duty, rationality, novelty, materialism, and power are examined. Analyses of a sample of 252 small business firms indicate that minority owners differ from non-minority owners in their value orientations; and are significantly different from non-minority owners in the degree to which they perceive organizational value similarity with customers. However, the levels of perceived value similarity with corporate customers did not vary among the minority groups (i.e., blacks, Hispanics, Asians, and Native Americans). An implication is that value orientation may be an important component in the process of aligning the minority business firm with its environment. Further, a value system may be guiding the behavior of the minority small business owners against the overwhelming odds of racial/ethnic dissimilarities.

Fieldman, H. D., Koberg, C. S., and Dean, T. J. (1991). Minority Small Business Owners and Their Paths to Ownership. Journal of Small Business Management. V. 21, N. 4, pp. 12-27.

Three broad questions are examined: (1) Are there systematic differences in the paths to ownership used by minority small business owners? (2) Are the paths to ownership used by minority owners similar or different from those found in a predominantly nonminority sample tested ten years earlier; and if so, how? (3) Do significant differences exist between any of the four minority groups, relative to a variety of background characteristics and

motivational and trait measures? The survey included 424 minority-owned businesses with a forty percent return rate. Responding owners did not differ from nonresponding owners in location of business, assessed as urban versus rural. Four career paths to ownership were exhibited but there was much heavier emphasis on starting a business (88 percent). Two primary types of entrepreneurs were managers and craftsmen. Minority owners gave much greater weight to the managerial goal of building a successful organization. Minority owners differed on all four dimensions of attitudes and perceptions.

Frost, D. (1991). American Indians in the 1990"s. American Demographics. 13 (12) pp. 26-34.

A renaissance in American Indian communities is being driven by the strong bonds Indians still feel to their native culture. The cultural resurrection has not done away with the poverty, alcoholism, and other ills that affect many Indians, but it has brought educational and economic gains to many Indians living on and off reservations. From this renaissance, a college-educated Indian middle class has emerged, American Indian business ownership has increased, and some tribes are creating good jobs for their members. In the 1990 census, there were 1,878,000 American Indians. This was up from fewer than 1.4 million in 1980. The 38% leap exceeds the growth rate for blacks and non-Hispanic whites but not the growth of Hispanics or Asians. This increase in American Indians has been caused by Americans with Indian heritage increasingly identifying their race as Indian on census forms. The Census Bureau is also doing a better job of counting American Indians.

Gutierrez , P. and Eckert, J. (1991). Contrasts and Commonalties: Hispanic and Anglo Farming in Conejos County Colorado. Rural Sociology. 56 (2), pp. 247-263.

The San Luis Valley farming systems' project sought to identify improved technologies and better decision-making capabilities for modest-sized and limited-resource farms. Characteristics of limited-resource farms operated by Hispanic and Anglo families, which may or may not be associated with differential rates of social participation and/or institutional discrimination, were examined. To determine characteristics of client farms, data were collected and stratified on farm resources, farm operations, goal hierarchies, and operational management strategies. Hispanic and Anglo farmers differed significantly in several respects. Key among these differences was crop and livestock enterprise mixes and the importance of off-farm income to households. For many farming parameters, farm size, age of a farmer, and full-time/part-time characteristics overshadowed ethnicity as a determinant of decision-making. However, an important subset of the farm population is composed of Hispanic farmers who operate below median farm acreage on a

part-time basis and for whom few technological developments or assistance programs are specifically designed or delivered.

Hamilton, W. H., Connelly, D. F., and Doster, D. H. (1992). Agribusiness: An Entrepreneurial Approach. New York: Delmar Publishers Inc.

A practical handbook that provides a first look at entrepreneurship and the steps in planning for entrepreneurship. A major section discusses generally accepted accounting practices. Managing the legal aspects of the business venture examines tax responsibilities, locations, facilities, business costs, and pricing the product or service.

Harris, D. (1988). Good Guidance Gladly Given to Small and Minority-Owned Firms. Foreign Agriculture. 26 (9), pp. 16-17.

The Foreign Agricultural Service (FAS) along with the U. S. Small Business Administration (SBA) is committed to helping small and minority-owned businesses compete in the export food market. The two groups team together to cover international trade fair participation fees for selected small and minority-owned businesses. To be eligible for coveted exhibit space, of which 10% of the U. S.'s space is reserved for small and minority-owned businesses, the following criteria must be met: (a) it's annual gross income must not exceed $5 million and have no more than 25 full-time employees; (b) it must register with the Minority and Small Business Programs coordinator; (c) it's products for sell must be made principally of ingredients produced in the United States; and (d) a qualified sales representative must be present in the booth at all times. An example of international success is the Apache Meat Processing Company of Apache, Oklahoma, owned by Kiowa Indian Robert Rowell, which produces beef jerky. Because of varied food tastes around the world, U. S. minority - owned businesses have a good opportunity to export their agricultural items overseas.

Martin, L., Westgren, R., and van Duren, E. (1991). Agribusiness Competitiveness across National Boundaries. American Journal of Agricultural Economics. 3 (5), pp. 1456-1467.

International competitiveness has become an extremely important topic in Canada. It is high on the political agenda because it is high on the economic agenda. It is particularly important for Canada's agri-food industry. The Canadian food sector evolved during the past half century behind a roughly 20% protective tariff wall, which is being removed by the Canada-U. S. Trade Agreement (CUSTA). The sector must adjust. While competitiveness is a major issue and topic of discussion, it has not been well

defined or measured. Moreover, untangling the web of causality between elements of public policy, private management strategy, and the food industry's competitive state is fundamental. Thus, in this paper we develop a framework for assessing the competitive state of an industry. The objectives are to (a) develop a framework for assessing an industry's competitiveness, (b) report on the competitive state of five food-processing industries, and (c) assess the public policy implications that arise from application of the framework for these five industries.

Schulman, M. D. and Newman, B. A. (1991). The Persistence of the Black Farmer: The Contemporary Relevance of the Lenin-Chayanov Debate. 56 (2), pp. 264-283.

Previous empirical studies of black farmers have identified socioeconomic and demographic variables as important to their success and survival. The theories of Lenin and Chayanov also highlight the role of the demographic and socioeconomic factors in the differentiation of the peasantry. Panel data from a survey of black small-scale farm operators in the North Carolina Piedmont were used to test hypotheses based upon the Lenin-Chayanov debate. A multivariate analysis showed that black farmers who survived owned tobacco quota, had more on-farm household labor, had smaller households, and had higher gross farm incomes than those who left agriculture. These results point to the need to synthesize Lenin's macro-level focus on class formation and Chayanov's micro-level focus on enterprise formation in order to understand smallholder persistence. Over the five-year period studied, approximately 50 percent of the original respondents were no longer actively operating farms indicating that the future of the black smallholder remains precarious.

Small Business Administration. (1993). Hispanic-Owned Small Businesses. (Fact Sheet 0047). Telephone 1-800-U ASK SBA.

A technical bulletin that describes SBA assistance in direct and guaranteed loans to Hispanic-owned small businesses. Through the 8(a) Program, the SBA awards federal contracts to eligible socially and economically disadvantaged firms. The rate of growth for Hispanic businesses is six times the rate for all businesses. Hispanic firms account for 3.1 percent of all U. S. businesses. The majority of firms (93.9%) operated as sole proprietorships. Corporations accounted for 3.2 percent while partnerships totaled 2.9 percent of the firms. Approximately 76 percent of all Hispanic-owned business are located in four states; California, Texas, Florida, and New York.

Small Business Administration. (1993). Black-Owned Small Businesses. (Fact Sheet 0044). Telephone 1-800-U ASK SBA.

A technical bulletin that describes SBA assistance in direct and guaranteed loans to Black-owned small businesses. Through the 8(a) Program, the SBA awards federal contracts to eligible socially and economically disadvantaged firms. The rate of growth for Black businesses is three times the rate for all business. Almost one-half of the Black firms were concentrated in the service industries. Retail trade had the next largest concentration with 15.6 percent of the firms and 29.8 percent of the receipts. The majority of Black firms (94.4%) operated as sole proprietorships. Partnerships accounted for 3.3 percent with Subchapter S corporations accounting for 3 percent. Slightly more than 44 percent of the black-owned firms were concentrated in California, Texas, New York, Florida, and Illinois.

Stolarik, M. M. and Friedman, M. (Ed.). (1986). Making It in America: The Role of Ethnicity in Business Enterprise, Education, and Work Choices. London: Associated University Presses.

Although National Merit Scholarships and Westinghouse Science Talent Search winners have overrepresented minority student populations, social scientists tended to see the success of minorities and disadvantaged peoples as related to social class. In recent years, we have become more conscious of the pluralistic character of American life. Positions in the class structure, exploitation, and discrimination will always be central factors affecting how groups fare in our society. The issue today may be to learn how to use government resources to strengthen and not overwhelm the vital institutions of society.

Taylor, E. J. and Thilmany, D. (1993). Worker Turnover, Farm Labor Contractors, and IRCA's Impact on the California Farm Labor Market. American Journal Agricultural Economics. 75 (4), pp. 350-360.

Employer sanctions under the 1986 Immigration Reform and Control Act (IRCA) were intended to encourage U. S. employers to adjust to a smaller, more legal workforce. Data for the econometric analysis of farmworker turnover was from a 7-year matched longitudinal farmworker data file assembled from California unemployment insurance records. A random sample of farmworkers was selected from this data file. This paper presents findings of the econometric analysis of farm worker turnover as a vehicle to test IRCA's effectiveness. By cross matching workers to their employer, the augmented worker record made it possible to track each worker's movements across regions and commodities as well as across types of employers. The

findings do not support the hypothesis that IRCA initially succeeded in reducing the reliance on new immigrants in California agriculture.

Thomas, J. K., Cotten, J. F., and Luedke, A. J. (1991). Industry Note Career Development of Agricultural Graduates: A Gender Comparison. Agribusiness. 7 (5), pp. 503-514.

The purpose of this study is to examine the employment mobility patterns of male and female agricultural graduates. A 30% random sample (n = 5,049) was selected among agricultural students who had attended 1862 southern land-grant universities during 1977. A mail survey conducted with agricultural alumni in 1987 resulted in 2,049 respondents. Findings indicated that female graduates were less likely than male graduates to have entered agricultural jobs after completing college and to have received smaller salaries for comparable employment. Almost one-quarter of the women became homemakers, employed part-time, or unemployed, producing a net loss of agricultural human capital.

Tootle, D. M. and Green, S. E. (1989). The Effect of Ethnic Identity of Support for Farm Worker Unions. Rural Sociology. 54 (1), pp. 83-91.

Although much has been written about farm worker organization in California, similar movements in other states have been virtually ignored in the literature. Furthermore, while the effects of structural impediments to unionization are well-documented, little is known about the individual characteristics that differentiate between farm workers who do and do not support organization efforts. Race and ethnicity are among the most powerful divisive forces in the workplace. Using data collected from migrant farm workers in Florida, we analyze the effect of ethnic identity and other individual level characteristics on willingness to support the United Farm Workers. The results support the hypothesis that black farm workers are more supportive of a farm workers' union than are Hispanic or white workers.

Whatmore, S. (1991). Farming Women: Gender, Work and Family Enterprise. Basingstoke: Macmillan Publishing Company.

This book represents a milestone in British rural sociology. At one level, "the book challenges the prevailing invisibility of women in farming and family enterprise, and portrays their distinctive experiences as 'farm wives'"(p.xi). At a deeper level, it explores the political economy of family farming. The great strength of the book is the rigorous theoretical framework it develops. As with Newby's The Deferential Worker (1977), the study of a

segment of the farming population becomes a vehicle for advancing sociological theory.

Wortman, M. S. Jr. (1990). Rural Entrepreneurship Research: An Integration into the Entrepreneurship Field. Agribusiness. 6 (4), pp. 329-344.

Rural entrepreneurship is one of the newest areas of research in the entrepreneurship field. It has become one of the significant supportive factors for rural economic development and agribusiness. This article defines rural entrepreneurship, integrates the current rural entrepreneurship research into an entrepreneurship typology, critiques current rural entrepreneurship research, analyzes data sources and research methods being used, and proposed future research questions in rural entrepreneurship.

United States Department of Agriculture. (1980). Forestry Help for the Minority Landowner. Forest Service / Agricultural Stabilization and Conservation Service Program Aid No. 1273.

A summary of information included (1) why manage your woodland? (2) what financial help is available? (3) what programs are available? (4) do you qualify? and (5) some things a professional forester can do for you. The bulletin also identifies how you and America benefit as well as where to go for help.

United States Department of Commerce. (1978). Aquaculture, Fisheries, and Food Processing As a Combined Economic Development Option for Indian Communities. Washington, D.C.: Office of Minority Business Enterprise.

A practical source book that describes where to start, whom to ask and the critical questions that should be asked. Part 1 investigates your water resources with your own planning and management staff. Part 2 looks at systems that might be adapted to reservations with water resources. Part 3 presents the nature of business and resource development. Part 4 recognizes the importance of business marketing as a prerequisite to successful economic development. The guide concludes with a recommendation not to start with complex production schemes, large capital expenditure processing lines, outside managed activities, long training, or technically intensive systems. Rather, concentrate on what you can sell profitably now.

Annotated Bibliography
on

ENTREPRENEURSHIP EDUCATION IN AGRICULTURE

BOOKS:

Ashmore, M. Catherine, Lisa M. Fischer, Gwendolyn Rippey, Terry W. Southwick, Laurel A. Zlotnick, Frieda Douthitt. (1988). Risks & Rewards of Entrepreneurship--Student Workbook and Teacher's Resource Guide. The National Center for Research in Vocational Education, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090. Phone: 614-292-4277; Fax: 614-292-1260.

This four-section text-workbook focuses on helping students learn about entrepreneurship as a possible career choice and provides an objective look at competencies needed to successfully operate one's own businesses . Developed for attitude building to help students determine their self-employment potential, it assists students in developing a personal plan of action for entrepreneurship. It also contains a Lifelong Learning model. The teacher's resource guide offers teaching suggestions for additional activities to supplement the student text-workbook.

Balogh, Judy A. (1990). Leaders in Entrepreneurship: Resources for Small Business Development and Enhancement. Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090. Phone: 614-292-4277; Fax: 614-292-1260.

Some 82 agencies, associations, and organizations that work with entrepreneurs or small business owners and those who might be responsible for educating and training entrepreneurs are identified with addresses and phone numbers.

Bangs, David H., Jr. (2nd ed, 1994). The Start Up Guide: A One-Year Plan for Entrepreneurs. Upstart Publishing Company, Inc., 12 Portland Street, Dover, NH 03820. Phone: 800-235-8866 or 603-749-5071.

This book is directed to those who intend to succeed with their business. It shows entrepreneurs exactly what they should be doing at each stage of development and operation through a step-by-step timetable. It includes the six myths of business ownership and the five C's of credit and a listing of resources, forms and worksheets.

Calantone, Roger, Dan Wardlow, Glenn Omura, Mitzi Montoya-Weiss, and Mahdu Agrawal. (1993). A Research Bibliography on ENTREPRENEURSHIP. The Edward Lowe Foundation, 58220 Decatur Road, P. O. Box 8, Cassopolis, MI 49031. Phone: 616-445-4200; Fax 616-445-4350; or The Eli Broad College of Business, Eppley Center, Michigan State University, East Lansing, MI 48824. Phone: 517-355-8377; Fax: 517-353-6395.

This collection is an interim version of complete annotated bibliography of academic and popular literature dealing with entrepreneurship. For information, contact John Anderson, Director.

Hamilton, William H., Donald F. Connelly, and D. Howard Doster. (1992). Agribusiness: An Entrepreneurial Approach. Albany, NY: Delmar Publishers.

This book looks at business types, their forms of organization and the advantages of entrepreneurship. It progresses through what is needed to start a business enterprise using an individual's idea and moves through the details of business management. Many of the materials were created and carried out in a 4-H entrepreneurship club activity for three years by author D. Howard Doster.

Harper, Stephen C. (1991). McGraw-Hill Guide to Starting Your Own Business. New York: McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020.

An easy-to-understand guide that is designed for people who have limited experience or education in business, Starting Your Own Business is a great reference tool for teaching entrepreneurship courses. It puts emphasis on the business plan and helps set a realistic fix on aptitude for starting a new business. Clear objectives are listed step by step and map out realistic strategies to achieve them. ISBN 0-07-026687-5.

Newman, Michael E., and Walter J. Wills. (1994, 3rd ed.). Agribusiness Management and Entrepreneurship. Interstate Publishers, Inc., P. O. Box 50, Danville, IL 61834-0050.

This book covers the planning, organizing, and managing of an operation and provides a comprehensive source for those who wish to consider owning a business, specifically as it relates to the vast area of agribusiness.

Smilor, Raymond W., and Michael D. Gill, Jr. (1986). The New Business Incubator: Linking Talent, Technology, Capital, & Know-How. Lexington, MA: D. C. Health and Company.

This book describes a new approach to economic development--the business incubator--in which a breed of entrepreneurs link technical and entrepreneurial talents with business know-how and expertise. Incubators may be information networks or formal institutions. The authors explain how to set up a successful business incubator and how to identify critical success factors related to structure, financing, and the selection and management of personnel. Case studies are examined.

Stern, David, James Stone III, Charles Hopkins, Martin McMillion, and Robert Crain. (1994). School-Based-Enterprise: Productive Learning in American High Schools. San Francisco: Jossey-Bass, Inc.

How school-based enterprises work and the range of benefits offered through SBEs are described in this book. The difficulties and dilemmas encountered by these projects are explained by the authors. They envision an expanded role for SBEs in helping to create a new relationship between education and work. Also discussed in three chapters is whether SBE experience adds educational value to regular classroom activities. One chapter is devoted to outlining elements of a strategy to implement SBEs in U.S. high schools.

CURRICULUM GUIDES:

Center for Entrepreneurial Leadership and EDTEC. (1994). The YESS! Entrepreneur.

A Modular entrepreneurship education curriculum which overlaps middle school and high school levels. The ten modules are: Getting Ready; Where To Do Business; Types of Business Ownership; The Rules Of The Game; The Law, Your Ethics; How To Sell Your Idea - The "What's In It For ME" (WIIFM) Factor; Where To Get Help; Records and Books - Did You Make Any Money?' Money To Get Started; How To Mind Your Own Business (Management); You Can Make It Happen - YESS, You! The Business Plan.

Clow, John E., Carolyn R. Holleran, Calvin A. Kent, Gary Rabbior, Francis W. Rushing, and Alan Stafford. (1991, second printing 1993). Master Curriculum Guide: Economics and Entrepreneurship Teaching Strategies and Master Curriculum Guide: Economics and Entrepreneurship Student Activities. EconomicsAmerica, National Council on Economic Education, 1140 Avenue of the Americas, New York, NY 10036.

Designed for high school teachers of economics, social studies, business education, and other subjects, this guide contains an overview of the relationship between economics and entrepreneurship education with seventeen complete and self-contained lessons. A series of the Guide is available for assistance with development of economics curricula for grades K-12. This project was funded by a grant from The Pew Charitable Trusts to The NFIB, an affiliate of the National Federation of Independent Business.

Ely, Vivien K. (1983). Teachers Guide for Entrepreneurship Instruction. American Vocational Association, 1410 King Street, Alexandria, VA 22314. Phone: 800-826-9972 or 703-683-3111; Fax: 703-683-7424.

A complete plan of action for entrepreneurship instruction, this guide provides a detailed blueprint for 16 units that meet a variety of needs from initial exposure to specific skills required in preparing for an entrepreneurship career.

Gordon, Howard R. D. (1990). Let's Drum Up Some Business: Developing Entrepreneurship through the Retail Florist Industry. A unit from Ohio's Competency Analysis Profile (OCAP). EDRS Price: MF01/PC01 Plus Postage.

Each OCAP unit includes competencies and competency builders that identify the occupational, academic, and employability skills needed to enter a given occupation or occupational area. There are three levels of items: core, advancing, and futuring. This unit on Retail Florist Industry includes guides for instructor and materials for learner. Retail florist industry is composed of many small businesses, and this guide includes qualifications of a successful florist and instructions on steps in setting up a flower shop.

Halbert, Susan, National 4-H Council, and Greg Crosby, Extension Service/4-H, USDA. (1993). Workforce Preparation Program Development Guide. Contact National 4-H Council at 301-961-2899 or 703-552-6733.

Included are youth mentoring and workforce preparation materials which were prepared for both the practitioner and the academic. Application

materials, sample forms, etc. are provided so that materials can be adapted as needed. Ideas, concepts, and narratives of the development and evolution of the 4-H/Honda Mentoring Program are included.

Kourilsky, Marilyn L. and Sheila Carlson. (1994). YESS! Mini-Society: Debriefings in Entrepreneurship.

Guides to an experience-based approach to entrepreneurship education for upper elementary and middle school students. These curricular materials provide a step-by-step process for development of a classroom society and procedures for debriefing entrepreneurship concepts experienced by students as they establish and operate their businesses.

Junior Achievement. (1993). Applied Economics and Study Guide. Curriculum for High School, Fourth Edition. One Education Way, Colorado Springs, CO 80906-4477. Phone: 719-540-8000.

This is an in-school, one-semester, fully accredited course which introduces economics to high school sophomores, juniors, and seniors. Theoretical learning is enhanced by the experience of organizing and operating a "student company," by a computer management and economic simulation, and by weekly visits from a business consultant. Information on this and other programs, including Elementary School Program and Middle Grades "Project Business", The Company Manual (1989), a manual for students involved in running a business, and K-6 Business Basics and Project Business Economics of Staying in School (for Middle School) available from Junior Achievement.

Kramer, Karen L., and M. Catherine Ashmore. (1990). Entrepreneurship, Challenging Classroom Creativity Instructor's Guide and Video. Sponsored by Ohio State Department of Education, Division of Vocational and Career Education. Contact: Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090. Phone: 614-292-4277; Fax: 614-292-1260.

The guide accompanies the videotape "Entrepreneurship: Challenging Classroom Creativity." The package was developed to share successful entrepreneurial programs with teachers and instructors in the state of Ohio as well as other states.

Lewis, John L., Project Director. (1986). Curriculum Guide for AG IN THE CLASSROOM: Teaching the Economics of American Agriculture: The Food and Fiber System. Editor: Charnell Lewis. Northern Illinois University, DeKalb, IL 60115. Phone: 815-753-0354, 501-371-2061 or 501-575-2855.

A joint project of the Illinois Council on Economic Education and The Arkansas State Council on Economic Education, it provides lessons to assist in teaching the economics of our world food and fiber system and offers methods of incorporating the economics of our food and fiber system into the classroom. ISBN #1-5618-902-7.

McBain, Susan. (1981). "Getting Down to Business: Farm Equipment Repair Module 2 Student Guide." Entrepreneurship Training Components. American Institutes for Research in The Behavioral Sciences, Palo Alta, CA. and Office of Vocational and Adult Education, Washington, DC. The series is available from Wisconsin Vocational Studies Center, 964 Educational Sciences Building, Madison, WI 53706.

This is one of 36 in a series on entrepreneurship. The modules include student goals, a case study, and a discussion of the unit subject matter, learning activities, discussion questions, and a group activity. A teacher's guide is available.

McFarland, Carolyn. (1981). "Getting Down to Business: What's It All About?" Developed at the American Institutes for Research under support from the Office of Vocational and Adult Education, U.S. Education Department.

These modules provide students in vocational classes an introduction to the career option of small business ownership and to the management skills necessary for successful operation of a small business. The modules are designed to be inserted into current and ongoing vocational programs in seven vocational disciplines, one of which is agriculture.

Nebraska Department of Education. Entrepreneurship Curriculum, Entrepreneurs Case Histories, Risks & Rewards of Entrepreneurship (with Teacher's Resource Guide). Gregg Christensen, Director, Marketing Education. P. O. Box 94987, Lincoln, NE 68509-4987. Phone 402-471-2295; Fax: 402-471-0117.

This curriculum was developed by adapting materials from The National Center for Research in Vocational Education, The Ohio State University. Case histories of several Nebraska entrepreneurs and a Resource Manual for Nebraska Business are included.

New Mexico State Department of Education."K-12 Entrepreneurship Competencies," and "New Mexico Framework for K-12 Social Studies: Curriculum Strands & Essential Competencies," and "Econopolis: A New Mexico Program." Denise Johnston, Director, Secondary Administrative Services, Vocational-Technical

& Adult Education, 300 Don Gaspar, Santa Fe, NM 87501-2786. Phone: 505-827-6659, Fax: 505-827-6696.

School districts are encouraged to infuse entrepreneurship education throughout the K-12 academic and vocational curricula. Interdisciplinary teams of educators and administrators had 3-day entrepreneurship education training sessions for past two years. Each team was required to develop a strategic plan for implementing a program in their school/district. During the 1992-93 and 1993-94 school years, 18 teams have been incorporating entrepreneurship education in their schools/districts on a pilot basis. Follow-up has been positive.

North Dakota State Board for Vocational and Technical Education. "Adult, Post Secondary, and Secondary Entrepreneurship Curriculum Guides." Leonard Pokladnik, Supervisor, Marketing Education, 600 E. Boulevard Ave., Bismarck, ND 58505-0610. Phone: 701-224-3182.

Entrepreneurship Course Outcomes/Activities may be offered and sequenced according to the entrepreneurial interests/needs of their students by educators in existing courses. All North Dakota Schools have access to these curriculum guides through Business Education, Vocational Marketing Education, or Vocational Office Technology courses.

North Dakota State University Extension Service, Youth Entrepreneurship: Be Your Own Boss--Curriculum for Grades 5-8. Contact: Kathleen Tweeten, Area Leadership Development Specialist, NDSU Extension Service, 116-1/2 1st Street E., Jamestown, ND 58401. Phone: 701-252-9030.

Funds were provided by a USDA grant to the Center for Rural Revitalization at the NDSU to develop this curriculum to help students develop enterprise skills that will prepare them for the next century.

Center on Education and Training for Employment, College of Education, The Ohio State University. (3rd edition 1994). Program for Acquiring Competence in Entrepreneurship (PACE). 3rd edition, Columbus, OH. Phone: 614-292-4277; Fax: 614-292-1260.

This package incorporates the needed competencies for creating and operating a small business at three levels of learning, with experiences and outcomes becoming progressively more advanced. Included are 21 self-contained student modules at each of three learning levels and 21 Instructor Guides, which have full text of each student module, lesson plans, instructional suggestions, and other resources.

Palmieri, D. Frank, and Leonard C. Vecchiola. (1987). Entrepreneurship Competencies for Vocational Curriculum Development. Instructor's Handbook. Final Report. Pittsburgh University, School of Education; and Bureau of Vocational and Adult Education, Pennsylvania State Department of Education, Harrisburg, PA.

This handbook is to assist vocational teachers and administrators in preparing vocational curricula that include materials for developing teacher- and business-identified entrepreneurship competencies.

REAL (Rural Entrepreneurship through Action Learning): It's Time to Get REAL. 1160 S. Milledge Avenue, Suite 130, Athens, GA 30606. Phone: 706-546-9061. And North Carolina REAL Enterprise, 948 Old Post Road, Chapel Hill, NC 27514. Phone: 919-929-3939.

REAL is administered in 12 states. The program allows high school and community college students to learn the basics of small business through researching, planning, setting up and operating their own enterprises. The curriculum includes a detailed course outline and over 120 individual, small group, and class activities which develop skills and knowledge essential to the entrepreneur.

South Carolina Department of Education. (1991). Curriculum Guide for Entrepreneurship. Vocational-Technical Education Consortium of States. V-TECS, 1866 Southern Lane, Decatur, GA 30033-4097.

The Guide addresses the three domains of learning. It is designed to provide job-relevant tasks, performance objectives, performance guides, resources, teaching activities, evaluation standards and criterion-referenced measures.

Stafford, Alan D., Stuart D. Allen, and John Clow. (1994). Entrepreneurship in the U.S. Economy (Teachers Resource Manual and Student Activities). EconomicsAmerica, National Council on Economic Education, 1140 Avenue of the Americas, New York, NY 10036.

EconomicsAmerica's new generation of curriculum materials is a national economic education program designed for K-12 teachers. In this package, students are exposed to the attitudes and skills of successful entrepreneurs.

Instructional Materials Service, Department of Agricultural Education, Texas A&M University. (1989). Curriculum Guide for Agriscience 313 Entrepreneurship in Agriculture. College Station, TX.

One of 23 semester Agricultural Science and Technology courses for students in grades 10-12 in Texas public secondary schools, this course is designed to acquaint students with entrepreneurship opportunities in the American system of agribusiness.

Williamson, Lionel. American Private Enterprise System--A Leader's Guide and Guide for Participant and Discussion Leader. Sponsored by The University of Kentucky College of Agriculture, Cooperative Extension Service, The Kentucky Council of Cooperatives, Local Educators and Businessmen. University of Kentucky, College of Agriculture, Lexington, KY 40546-0276. Phone: 606-257-7272; Fax: 606-323-1913.

These guides were designed to increase participants' knowledge of the American Economic System by individual and group study, to help participants take an active role in business through involvement with business leaders, to exchange ideas between youth scholars and local business and professional leaders, to acquaint youth scholars with career opportunities in business and to provide leadership training for youth scholars and junior leaders as they serve in local, area, state and national programs.

Youth Enterprise in Agriculture--A Career and Leadership Development Program for Arkansas Youth sponsored by Arkansas Land and Farm Development Corporation. ALFDC, Route 2, Box 291, Brinkley, AR 72021. Phone: 501-734-1140; Fax: 501-734-3570.

The ALFDC's mission is to improve the quality of life of rural communities through land retention, family farm development, and land based development for limited resource and socially disadvantaged people.

OTHER:

Belcher, James O. and Catharine P. Warmbrod. (1987). Entrepreneurship Education. The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210-1090.

This monograph presents an overview of the factors relevant to planning and implementing an entrepreneurship education program at a postsecondary institution. It provides models for planning and implementing an entrepreneurship education program for adults. It discusses the skills necessary to be a successful entrepreneur, program planning factors for entrepreneurship education, and resources for the program developer. Examples are given to provide the user with materials that may be adapted to local needs.

Hawaii Department of Agriculture. Molokai Farm Project. An Agricultural Training Program of the Maui Community College, Report for Fiscal Year 1982-83. University of Hawaii.

This project was the outgrowth of a $1.2 million grant awarded to Lokahi Pacific for a Youth Agricultural Entrepreneurship Demonstration Program by the U. S. Department of Agriculture. The purposes were (1) to demonstrate the feasibility of converting under-utilized tillable land into a productive resource, thereby creating an economic base for future employment; and (2) to direct the untapped resource of "high risk" agriculturally-oriented youth toward entrepreneurial opportunities in agriculturally-related fields.

National Foundation for Teaching Entrepreneurship. NFTE Overview and Vision Video. Steve Mariotti, President and CEO, NFTE, 64 Fulton Street, #700, New York, NY 10038.

A collection of television broadcasts on the program and vision of NFTE and stories of successes with their program.

Center on Education and Training for Employment. National Entrepreneurship Clearinghouse 1991--Selected Resources For Entrepreneurship 1991. The National Entrepreneurship Consortium, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210. Compiled by Karen L. Kramer and Carol B. Combs. Phone: 614-292-4353 or 800-848-4815.

This database is the result of materials collected from March 1988 through August 1990. Copies of all articles are on file in the Entrepreneurship Program File at the Center on Education and Training for Employment at The Ohio State University.

Students in Free Enterprise Year in Review, 1993. Springfield, MO: SIFE, 1993. National Headquarters, 1959 E. Kerr Street, Springfield, MO 65803.

SIFE in a not-for-profit organization which assists in establishing Students in Free Enterprise Teams at colleges and universities to help people understand how the free enterprise system works. This is accomplished through various outreach projects that involve students, faculty, and the community.

United States Department of Agriculture. Alternative Agricultural Research & Commercialization Center, "Making It Happen: Expanding the Use of Industrial Products from Agricultural Materials." NVATA, P. O. Box 15440, Alexandria, VA 22309. Phone: 800-772-0939.

National Vocational Agricultural Teachers Association (NVATA) and USDA launched an effort to create new educational materials on the commercialization of new products and new uses of farm and forest materials.

Williams, Jamie C. and Ronald Powell. (1988). "Entrepreneurship Education in Vocational Agriculture." The Agricultural Education Magazine, V. 61, N. 1. pp. 18-19.

With the changing clientele in vocational agriculture, traditional skills are not sufficient today to ensure success in new and emerging careers in agribusiness. Generic entrepreneurship education materials could be adapted to agricultural education.

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Storyboard Scripts
for
Video Tapes
on

Entrepreneurship In Agriculture

Contents:

Overview of Storyboard Scripts

Introduction to Entrepreneurship in Agriculture

Entrepreneurship in Horticulture

Entrepreneurship in Aquaculture

OVERVIEW OF STORYBOARD SCRIPTS FOR VIDEO TAPES ON

ENTREPRENEURSHIP IN AGRICULTURE

Three instructional storyboard scripts were developed for use in agricultural education classes. These scripts for proposed video tapes are introductory in nature and make considerable use of personal interviews of successful entrepreneurs.

An experienced script writer and video producer prepared the storyboard scripts. A practical approach has been used. These video tapes should help meet the needs expressed by teachers for instructional materials.

Introduction to

ENTREPRENEURSHIP IN AGRICULTURE

Purpose/Goal: Introduce students to the meaning of entrepreneurship and to some of the entrepreneurial opportunities in agriculture.

Objectives:

1. Generate interest in entrepreneurship particularly in areas of agriculture.
2. Motivate students to seek more information about agricultural enterprises.
3. Encourage students to invest time and resources in an agricultural enterprise in order to explore career opportunities as well as to make a profit.

Introduction to
ENTREPRENEURSHIP IN AGRICULTURE

"Entrepreneurship" covers screen in bold, block letters. Keyed inside lettering are hands exchanging money.	Entrepreneurship: what does this word mean? And, more importantly, what does it mean to you as you consider a career in agriculture?
Continue from previous scene without "keyed" lettering: full shot of customer purchasing clothes. Freeze frame and key definition over video.	Entrepreneurship has been defined as: "the identification and pursuit of market opportunities in the face of risk which may result in a new business, new products, or new services."
Continue sequence.	Put simply, entrepreneurship is taking a risk to turn a buck or to make a profit.
	It's the American way. It's taking something of value and exchanging it for something of equal value.
Continue sequence.	The whole idea is for each person involved in a transaction to feel as though he or she has received some benefit in the exchange.

Two children swapping lunches. Man and child swap baseball cards.	From trading school lunches to swapping baseball cards, American youth begin practicing their entrepreneurial skills at an early age.
"In agriculture, entrepreneurs can begin with just about anything." Keyed over quad split or wipe sequence of tomatoes, cotton, catfish, and cauliflower.	Over the years farmers have made a profit on everything from tomatoes and cotton to catfish and cauliflower.
Farmer selling produce at farmers' market.	In fact, farming is the oldest entrepreneurial enterprise on earth. So, how does one begin to make a profit?
Freeze frame: buyer at farmers' market. Key questions over selected matted stills.	The best place to start is with the buyer. What do people want that I can provide? And, how much will they pay? How much competition will I have? And, how will that competition affect my selling price?

	Can I still make a reasonable profit?
	What will I need to buy to begin my business? And, what will I have to buy to sell my product?
Return to live video with customer purchasing produce from farmer.	These are all important questions you need to ask yourself before you make any business commitment.
Farm scene.	Let's look at three good examples of how people have made money in agricultural enterprises.
Wipe to: 1/3 stills of cattle, landscaping, and fish.	1. Raising cattle. 2. Landscaping/Nursery business. 3. Further processing of fish.
Segment graphic: **"Where's the beef?"**	INTERVIEW WITH SUCCESSFUL CATTLE RANCHER:
Dissolve to: Interview with rancher.	**"Why did you get into the business of raising cattle?"**

Use B-roll as appropriate to cover interview.

ANSWER: (I've always enjoyed working with animals. I had some land suitable for grazing.... etc.)

"What did you need in terms of capital, equipment and other things to get started?"

ANSWER: (**$$$** to buy calves, other equipment, etc.)

"How did you raise enough money to get started?"

ANSWER: (Banker, family, etc.)

"What were some of the problems you faced?"

ANSWER: (Cattle health problems, finding buyers for cattle, etc.)

"How long did it take you to make a profit?"

ANSWER: (1 year, 2 years, etc.)

"What advice would you give to someone who was considering raising cattle for a profit?"

ANSWER: (Learn from someone who's been in the business and is successful.)

Fade thru white:
Customer buying plants at nursery.

Landscaping and nursery businesses have been booming during the past decade. Let's visit with someone who started from scratch to build a "blooming" business.

Segment graphic:
"Business is blooming!"

INTERVIEW WITH SUCCESSFUL LANDSCAPER OR NURSERYMAN:

Dissolve to:
Interview with landscaper or nurseryman.
Use B-roll as appropriate to cover interview.

"Why did you get into the business?"

ANSWER: (I've always enjoyed working with plants... etc.)

"What did you need in terms of capital, equipment and other things to get started?"

ANSWER: ($$$, greenhouse, etc.)

"How did you raise enough money to get started?"

ANSWER: (Banker, family, etc.)

"What were some of the problems you faced?"

ANSWER: (Plant diseases, marketing my plants, etc.)

"How long did it take you to make a profit?"

ANSWER: (1 year, 2 years, etc.)

"What advice would you give to someone who was considering starting his or her own business?"

ANSWER: (Talk with someone who is successful in the business.)

Fade thru white:
Processing line in fish processing plant.

Sometimes a person can make money without having to grow a product. All that's needed to make a profit is to add a little value.

Segment graphic:
"The one that didn't get away!"

INTERVIEW WITH ENTREPRENEUR WHO FURTHER PROCESSES FISH:

Dissolve to:
Interview with plant owner.

"Why did you get into the business?"

Use B-roll as appropriate to cover interview.

ANSWER: (I realized there was a demand for this type of product.)

"What did you need in terms of capital, equipment and other things to get started?"

ANSWER: ($$$, building, special equipment, etc.)

"How did you raise enough money to get started?"

ANSWER: (Banker, family, etc.)

"What were some of the problems you faced?"

ANSWER: (Employee problems, cash flow problems, marketing, etc.)

"How long did it take you to make a profit?"

ANSWER: (3 years, 5 years, etc.)

"What advice would you give to someone who was considering starting his or her own business?"

ANSWER: (Talk with someone who has been successful in food processing.)

Fade thru white:
Group of teens eating at a fast food restaurant.

Agriculture is a wide open field for enterprising young people today.

Shots of individual teens as they eat and talk.

The opportunities are as endless as one's imagination.

Whether you want to work in agriculture or in any other enterprise, you still must ask yourself some serious questions before you get started.

Freeze frame:
Individual teens matted with questions keyed over selected stills.

What do you have or what can you produce that other people will want to buy?

What kind of investment will you need to make to begin your business and to begin making a profit?

	What are the obstacles you'll have to overcome?
	How long will it take to complete a business cycle or to make a profit?
	And, probably the most important question: "Is it worth it to you to make a go of your particular business enterprise?"
Dissolve to live video: Farmers' market with customer purchasing vegetables.	Entrepreneurship and agriculture go hand-in-hand. That's the way it's always been.
Resource materials.	If you decide to make a go of it, we recommend that you check out these resources.
Teens visiting economic development office.	You may also want to visit your local economic development office or business incubator.
Continue sequence.	Professionals in these offices can not only provide technical assistance, but can also serve as a source of funding.

Teen meeting agriculture teacher or worker at coop. Freeze frame on close-up of handshake.

Talk with your agriculture teacher or other agriculture official. You'll find a lot of people who'll be glad to give you a helping hand.

Dissolve to:
Credits.

ENTREPRENEURSHIP IN HORTICULTURE

Purpose/Goal: Develop students' understanding of the meaning of entrepreneurship particularly in the area of horticultural enterprises.

Objectives:

1. Generate interest in horticultural enterprises.
2. Motivate students to seek more information about horticultural enterprises.
3. Encourage students to invest time and resources in a horticultural enterprise in order to explore career opportunities as well as to make a profit.

ENTREPRENEURSHIP IN HORTICULTURE

"Entrepreneurship" covers screen in bold, block letters. Keyed inside lettering are hands exchanging money.	Entrepreneurship: what does this word mean? And, more importantly, what does it mean to you as you consider a career in horticulture?
Continue from previous scene without "keyed" lettering: full shot of customer purchasing clothes. Freeze frame and key definition over video.	Entrepreneurship has been defined as: "the identification and pursuit of market opportunities in the face of risk which may result in a new business, new products, or new services."
Customer buying newspaper or magazine at news stand.	Put simply, entrepreneurship is taking a risk to turn a buck or to make a profit.
	It's the American way. It's taking something of value and exchanging it for something of equal value.
Continue sequence.	The whole idea is for each person involved in a transaction to feel as though he or she has received some benefit in the exchange.

Two children swapping lunches.
Man and child swap baseball cards.

From trading school lunches to swapping baseball cards, American youth begin practicing their entrepreneurial skills at an early age.

"In agriculture, entrepreneurs can begin with just about anything."
Keyed over sequence of tomatoes, and cauliflower.

Over the years farmers have made a profit on everything from tomatoes to cauliflower.

Farmer selling produce at farmers' market.

In fact, farming is the oldest entrepreneurial enterprise on earth. So, how does one begin to make a profit?

Let's take a closer look at the horticulture industry.

Commercial machine harvesting vegetables in field.

Horticulture covers a broad range of enterprises in agriculture -- from growing fruits and vegetables for wholesale or retail...

Nursery worker in greenhouse.

to growing plants and shrubs for commercial nurseries or for your own landscaping business.

Dissolve to: Three panels: peaches, vegetables, landscaping.	Let's look at three entrepreneurial opportunities in horticulture: raising and selling your own peaches; growing vegetables for a wholesale market; and, starting your own landscaping business.
Graphic: **"The two common elements in all of these endeavors are growing <u>and</u> marketing your products successfully."**	The two common elements in all of these endeavors are growing <u>and</u> marketing your products successfully.
Dissolve to: Segment graphic: Key over video of customer buying peaches from producer. **"The Best Peaches!"**	Peaches have been a favorite cash crop among horticultural entrepreneurs from Colorado to the deep South for decades.
Continue sequence.	And, everybody knows you have to be able to grow quality peaches before you can begin selling them.

Dissolve to: Grower inspecting peaches on trees. Freeze frame: Graphic: - **Select orchard site.** - **Determine varieties.** - **Calculate maintenance costs.**	The successful entrepreneur will carefully consider his or her selection of an orchard site,
Continue graphic sequence.	determine appropriate varieties for his location and market,
Continue graphic sequence.	and calculate how much maintenance his orchard will require before launching his business.
Dissolve to: Teenagers interviewing producer. Cover with appropriate "B" roll.	INTERVIEW WITH SUCCESSFUL PEACH GROWER: Q: **"What goes into selecting a site for a peach orchard?"** A: Soil types, air flow on slopes, etc. Q: **"What other considerations are there for laying out the orchard?"** A: Spacing, terracing, contour vs. square system, etc. Q: **"Why is variety selection so important?"** A: Ripening seasons, chilling requirements, freeness of stone, etc.

Q: **"How much work is involved in maintaining a peach orchard?"**

A: Fertilization, weed control, pest control, etc.

Dissolve to:

Grower selling peaches to customer. Key graphic: **"Phase II: Selling your crop"**

Of course, the most successful entrepreneur will also have marketing plans before he or she invests too many resources.

Customer checking out peaches in basket. Freeze frame:
Graphic key:
"Marketing Involves:
- **storage**
- **transportation**
- **processing**
- **delivery"**

We've already learned that marketing is more than just buying and selling. It's moving the product from the field to the consumer -- a product that must be stored, transported, processed, and delivered.

Dissolve to: Graphic: (Copy as narrated.)	A good marketing program has four objectives: To deliver high quality products to the consumer. To present products in attractive and saleable forms. To minimize marketing costs. And, to make a reasonable profit. Let's look briefly at three alternatives for marketing peaches.
Fruit stand at orchard gate.	The simplest way is to set up a stand right at the orchard gate. You can build displays which sell the fruit in a clean and attractive environment.
Parents and children picking peaches.	Or, you can let customers pick their own fruit. Sometimes this is a real drawing card... especially for people who want to combine shopping with a fun outing.

Roadside market.	Another way is to establish a roadside market.
Animated graphic illustrating point.	Marketing experts recommend locating your stand on the right side of a highway within three to twelve miles of the city limits.
Subjective shot of roadside market from inside of car rounding curve.	A broad curve makes an excellent location.
Dissolve to: Basket of peaches: **"Customers Want:** - **freshness** - **quality** - **fair prices** - **friendly atmosphere** - **convenient location**	Remember: road-side customers are motivated to buy peaches and other fruits and vegetables based on freshness, quality, fair prices, a friendly atmosphere, and a convenient location.
Farmers' market.	One other way to sell your peaches is to join a farmers' market.
Continue sequence.	Farmers' markets usually charge a fee to entrepreneurs for space to sell their products.

Continue sequence.	The size of a market is determined as much by the size of the community as by the number of growers who participate.
Side-by-side "wipe" comparison of good and bad examples.	To compete successfully with other producers, you must organize your stand to be as attractive as possible.
Dissolve thru white: Warehouse filled with vegetables. Segment graphic: **"Veggies Score!"**	Growing anything for a wholesale market automatically multiplies your entrepreneurial concerns.
Buyer checking produce off delivery truck.	The primary objective is to deliver a quality product on time in large quantities.
Grower talking on phone to buyer.	When growing crops for wholesale, the producer normally sells his or her crop before he plants it.

Dissolve to:

Teenagers interviewing producer. Cover sequence with appropriate "B" roll.

INTERVIEW WITH SUCCESSFUL VEGETABLE PRODUCER:

Q: **"Why do you have to sell the crop even <u>before</u> you plant?"**

A: Buyers need to line up purchases far in advance, etc.

Q: **"How does this affect your marketing strategy?"**

A: Plant more than I intend to sell, make sure variety will ripen during selling window, etc.

Q: **"What are other long-term considerations?"**

A: Consumer trends, labor for harvesting, grading, packing, storing, transporting, etc.

Q: **"How do you get started in this business?"**

A: Talk to someone who is already successful in your local area. Study the market. Determine the demand.

INTERVIEW WITH A VEGETABLE BUYER FOR A MAJOR FOOD CHAIN:

Q: **"How do you decide who to buy from?"**

A: Dependability is most important: quality, quantity, price, etc.

Q: **"What do you recommend for the person who is just getting started?"**

A: Start small, build a reputation, etc.

Producer examining damaged vegetables.

Growing vegetables for a wholesale market can be a risky business.

Producer reading resource materials.

The prospective entrepreneur needs to gather as much information as possible before diving in.

Dissolve thru white to:

Segment graphic:
"The Lay of the Land!"

Landscaping may be one of the easiest horticultural enterprises to get into because you're working on other people's land.

Teenagers interviewing manager. Cover with appropriate "B" roll.

INTERVIEW WITH YOUNG LANDSCAPE MANAGER WHO'S BEEN IN BUSINESS FOR LESS THAN 3 YEARS:

Q: **"How did you get started in this business?"**

A: Interest started in high school, mowing yards, trimming shrubs, etc. Developed a small business during summers between semesters in college.

Q: **"What did you learn in college that helped you here?"**

A: Technical information about planning, plants, and the business end.

Q: **"What advice do you have for someone who is considering going into the landscaping business?"**

A: Work with a professional landscaper during the summer, experiment around your own house, etc.

Q: **"How do you go about getting business?"**

A: Word of mouth, advertising, etc. Satisfied customers are my best source of advertising.

Q: **"Why did you decide to do this for a living?"**

A: I'm my own boss, I like to work outside, I like to be creative, etc.

Dissolve to: Series of cuts showing young people working in various horticultural enterprises.	Today, the horticulture industry is wide open for enterprising entrepreneurs of all ages.
Continue sequence.	And, while you're still young, there will be plenty of opportunities for you to explore a variety of careers through after school and summer jobs.
Resource materials.	If you want more information about entrepreneurship in horticulture, we recommend that you check out these resources.
Teenagers meeting with one of the resource people listed.	You may also want to talk with your agriculture teacher, local agriculture official, or a landscape professional in your area. You'll find a lot of people who'll be glad to give you a helping hand.
Dissolve to: Credits.	

Introduction to

ENTREPRENEURSHIP IN AQUACULTURE

Purpose/Goal: Develop students' understanding of the meaning of entrepreneurship particularly in the area of aquacultural enterprises.

Objectives:

1. Generate interest in aquacultural enterprises.
2. Motivate students to seek more information about aquacultural enterprises.
3. Encourage students to invest time and resources in an aquacultural enterprise in order to explore career opportunities as well as to make a profit.

Introduction to
ENTREPRENEURSHIP IN AQUACULTURE

"Entrepreneurship" covers screen in bold, block letters. Keyed inside lettering are hands exchanging money.	Entrepreneurship: what does this word mean? And, more importantly, what does it mean to you as you consider a career in aquaculture?
Continue from previous scene without "keyed" lettering: full shot of customer purchasing fish in a market. Freeze frame and key definition over video.	Entrepreneurship has been defined as: "the identification and pursuit of market opportunities in the face of risk which may result in a new business, new products, or new services."
Continue sequence.	Put simply, entrepreneurship is taking a risk to turn a buck or to make a profit.
People buying newspapers and magazines at a news stand.	It's the American way. It's taking something of value and exchanging it for something of equal value.
Continue sequence.	The whole idea is for each person involved in a transaction to feel as though he or she has received some benefit in the exchange.

Two children swapping lunches. Man and child swap baseball cards.	From trading school lunches to swapping baseball cards, American youth begin practicing their entrepreneurial skills at an early age.
Freeze frame: buyer at farmers' market. Key questions over selected matted stills.	The best place to start is with the buyer. What do people want that you can provide? And, how much will they pay? How much competition will you have? And, how will that competition affect your selling price? Can you still make a reasonable profit? What will you need to buy to begin your business? And, what will you have to buy to sell your product?
Return to live video with customer purchasing produce from farmer.	These are all important questions you need to ask yourself <u>before</u> you make any business commitment.

Dissolve to:
stills of ancient people involved in aquaculture.

Most people think that aquaculture, the raising of fish, shrimp or shellfish is one of the newer forms of agriculture.

On the contrary, fish farming is an ancient practice.

The Romans, Egyptians, Chinese, and even the Mayan Indians farmed fish for food at least 4,000 years ago.

Ponds were constructed and fish were raised in much the same way as they are today.

Harvesting fish from a modern commercial pond.

Commercial production and marketing of fish has been economically successful in many parts of the United States.

Video should follow audio.	Ponds packed with fish, news reports of successful aquaculture operations, and television shows on the "blue revolution" have sparked the interest of many people. However, like most other types of farming, fish farming is a risky business that requires special knowledge, facilities, and considerations.
Fish in an aquarium.	Let's look at three good examples of how people have made money in aquacultural enterprises.
Wipe to: 1/3 stills of exotic fish, commercial fish farm, and commercial shellfish farm.	1. Raising exotic fish. 2. Raising commercial food fish. 3. Raising commercial shellfish.
Segment graphic: **"Underwater Angels"**	INTERVIEW WITH SUCCESSFUL PRODUCER OF EXOTIC AQUARIUM FISH:
Dissolve to: Interview with producer.	**Q: Why did you get into the business of raising exotic fish?**

Use B-roll as appropriate to cover interview.

A: (It began as a hobby. I began to think about how much it was costing me and tried to figure how I could save money. I began swapping fish with other hobbyists, and soon realized that I could make money selling fish I had raised.)

Q: How much does it cost just to get started in the business?

A: (I would suggest starting small... with one or two aquariums. With a few common specie of fish, you can start for as little as $$$.)

Q: How do you begin selling your fish?

A: Check out the market in your area to see which fish are popular and begin making contacts. Who is already selling fish? How much do they charge? Can you raise fish for less and still make a profit? Is

there a market for other species in your area? Your business can grow only as big as your market.)

Q: **What advice would you give to someone who was considering raising exotic fish for a living?**

A: (This is a full-time business. You can't leave your fish alone for a couple of weeks while you take a vacation. They must be cared for everyday. Water temperature and oxygen levels must be monitored regularly to keep fish healthy. Etc.)

Fade thru white:
Harvesting fish from a commercial pond.
Segment graphic:
"A Fishy Business"

Raising food fish commercially has attracted a lot of attention during the past two decades.

Someone is probably raising food fish near you regardless of where you live.

Dissolve to:
Interview with fish farmer.

INTERVIEW WITH FISH FARMER:

Q: **"Why did you decide to raise fish as a business?"**

Use B-roll as appropriate to cover interview.

A: (Seemed to be a good market in this area. I had the land and some of the tools to begin, etc.)

Q: **"What did you need in terms of capital, equipment and other things to get started?"**

A: (Financing to construct ponds, tanks, etc., plus money to make initial purchase of fish, pay for equipment to make ponds/tanks viable, etc.)

Q: **"How did you raise enough money to get started?"**

A: (Bank, family, etc.)

Q: **"What were some of the problems you faced?"**

A: (Health problems with fish, getting fish to market in time for highest prices, etc.)

Q: **"How long did it take you to make a profit?"**

A: (Two or three harvest seasons, etc.)

Q: **"What advice would you give to someone who was considering raising fish for a profit?"**

A: (Learn all you can from someone who's been successful in the business, etc.)

Fade thru white:
Person eating shellfish.
Segment graphic:
"Making A Lot of Clams"

Shellfish are popular food items year round in restaurants across the country.

Some shellfish are harvested out of the ocean. But, many are produced by shellfish farmers.

Dissolve to:
Interview with shellfish farmer.

Q: **"How did you get into the business of raising shellfish?"**

Use B-roll as appropriate to cover interview.

A: (Saw an opportunity, had some of the things required to raise shellfish, etc.)

Q: **"How did you begin? What were some of the first steps you had to take to begin your business?"**

A: (First, I wanted to make sure there was a market, so I talked with several buyers to learn their requirements etc.)

Q: **"What were some of the problems you faced?"**

A: (Financing the operation, constructing the containment areas, hiring labor for harvesting, raising shellfish that met the minimum market grade, etc.)

Q: **"What advice would you give to someone who was considering going into the business?"**

A: (Talk with someone who has been success in the business. Try to work with them for a while to learn whether you're really interested in this as a career.)

Fade thru white:
Still of ancient fish -
harvesting with seine.
Dissolve to modern scene of
same harvesting technique.

Aquacultural entrepreneurship has been around a long time. People from many cultures have been able to make a profit farming fish for centuries.

However, like any other agricultural enterprise, fish farming is a risky business.

Teen visiting with fish farmer or agriculture teacher.

If you're interested in pursuing a career in aquaculture, you'll need to investigate your market, learn what risks are there, and determine whether the opportunities are worth the risks.

We recommend that you talk further with your agriculture teacher or other agricultural official. You'll find a lot of people who'll be glad to give you a helping hand.

Dissolve to:
Credits.